DOCUMENT RESUME

ED 056 135 UD 011 816

AUTHOR Soares, Louise M.; Soares, Anthony T.
TITLE Age Differences in the Personality Profiles of Disadvantaged Females.
PUB DATE Sep 71
NOTE 8p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Age Differences; Caucasian Students; *College Students; Disadvantaged Youth; *Females; *High School Students; Individual Differences; Middle Class; Negro Students; Personality Studies; Puerto Ricans; Self Concept; *Social Differences; Socioeconomic Status
IDENTIFIERS Sixteen Personality Factor Questionnaire

ABSTRACT

This study systematically investigated age differences in personality characteristics of advantaged and disadvantaged high school and college females. Two hundred and thirty three subjects (Ss) were randomly selected from an urban environment: 83 disadvantaged and 112 advantaged high school girls, and 38 disadvantaged college women. The test norms for the study instrument, Cattell's 16 Personality Factor Questionnaires, were based on a group of 86 advantaged college women. The disadvantaged group was 50 percent black and Puerto Rican, while the advantaged group was 75 percent White. Both disadvantaged and advantaged high school girls showed a pattern of group-dependence, self-assurance, expediency, and relatively little frustration, with the disadvantaged girls indicating greater emotional instability, less intelligence, lower ego strength, and tough-mindedness. Disadvantaged and advantaged college women seemed more sociable, assertive, conscientious, venturesome, sensitive, guild-prone, self-sufficient, tense, and controlled. The advantaged women demonstrated an even greater tendency toward intelligence and enthusiasm. (Author/JM)

ED056135

Age Differences in the Personality Profiles of Disadvantaged Females

Louise M. Soares
and
Anthony T. Soares

University of Bridgeport

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

American Psychological Association
Proceedings, 79th Annual Convention, pp. 163-164.
Washington, D.C. September 1971.

VD011816

Abstract

Age Differences in the Personality Profiles of Disadvantaged Females

Louise M. Soares
Anthony T. Soares

University of Bridgeport

In an analysis of the personality traits of disadvantaged females, it was found that both disadvantaged and advantaged high school girls showed a personality pattern of group-dependence, self-assurance, expediency, and relatively little frustration, with the disadvantaged girls indicating greater emotional instability, less intelligence, lower ego strength, and tough-mindedness. Disadvantaged and advantaged college women indicated a different profile. They seemed to be more sociable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, tense, and controlled. The advantaged women demonstrated an even greater tendency toward intelligence and enthusiasm.

Age Differences in the Personality Profiles of Disadvantaged Females

Louise M. Soares
Anthony T. Soares

University of Bridgeport

There is a growing body of evidence indicating that the disadvantaged young do not necessarily hold negative self-images of themselves (Carter, 1968; Coopersmith, 1967; Powell & Fuller, 1970; Rosenberg, 1965; Soares & Soares, 1969a, 1969b, 1970, 1971; Trowbridge, 1970). There are few studies, however, that have focused on those personality traits comprised in the self-image that differentiate the disadvantaged from the advantaged (cf. Deutsch, 1967). In addition, although research has been undertaken that demonstrates the relationship of personality dimensions and a number of variables such as academic achievement (Ahammer & Schaie, 1970; Butcher, Ainsworth, & Nesbitt, 1963; Linton, 1967), there seems to be no study which systematically investigated age differences in the personality traits of the disadvantaged, particularly female Ss (a rather neglected area as cited in Bachtold & Werner, 1970). The specific problem was the study of those personality characteristics that differentiated disadvantaged high school girls and college women from two similar groups of advantaged females.

METHOD

Subjects

In the present investigation there were over 200 Ss randomly selected from an urban environment: 195 high school girls - 83 disadvantaged, 112 advantaged - and 38 disadvantaged college women and a norm group of 86 advantaged college women (Cattell & Ever, 1962). Disadvantagement was determined in terms of annual family income (less than $4,000), living quarters (low-rent tenements or subsidized housing), and receipt of state aid or welfare funds (college women who were in higher education as a result of special scholarships). There was a minority composition in the disadvantaged of 50% Negroes and Puerto Ricans. Advantagement

was defined by a minimum of $7,000 annual family income, at least one adult family member in a steady job, and residence in a one-family home. There was a white majority in this group of 75%.

Procedure

The comparison of the female groups was made with the 16 PF Questionnaire for the college women and those similar scales on the Jr.-Sr. HSPQ form for the high school girls. The resulting personality scales for the comparison were as follows:

Low Scores		High Scores
A:	reserved, detached	vs. outgoing, sociable
B:	less intelligent	vs. more intelligent
C:	affected by feelings	vs. emotionally stable
E:	obedient, conforming	vs. assertive, dominant
F:	sober, serious	vs. enthusiastic, gay
G:	expedient, evades rules	vs. conscientious, ego strength
H:	shy, restrained	vs. venturesome, spontaneous
I:	tough, self-reliant	vs. sensitive, tender-minded
O:	placid, confident	vs. apprehensive, guilt-prone
Q_2:	group-dependent	vs. self-sufficient
Q_3:	undisciplined, self-conflict	vs. controlled, compulsive
Q_4:	relaxed, unfrustrated	vs. excitable, tense

RESULTS

As contrasted with the norm group of women (Cattell & Ever, 1962), the scores of both groups of high school girls were significantly lower than both groups of college women. (See Table 1.) In addition, the disadvantaged high school females had significantly lower scores than advantaged girls on the B, C, and I dimensions. Among the college women, the advantaged females indicated significantly higher scores on B and F. In general, the profiles of the high school girls were similar, falling in the lower third of the grid. The profiles of the college women were also similar, generally comprising the midsection of the grid. (See Figure 1.)

CONCLUSIONS

Both disadvantaged and advantaged high school girls showed a low-scoring pattern that tends toward such characteristics as group-dependent, reserved, submissive, unfrustrated, self-assured, expedient, feeling few obligations, undisciplined, and following their own urges. Moreover, the disadvantaged girls seem to be less intelligent, more emotionally unstable, and tougher.

On the other hand, the college women seem to be more sociable, emotionally stable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, controlled, and tense. The advantaged women also indicate an even greater tendency toward intelligence and enthusiasm. It seems possible that, although the criterion of disadvantagement differentiates the female groups somewhat, the more crucial factor appears to be the differences in experiences, maturity, and goals as implied by the ages and present activities of the Ss. As Coopersmith (1967) indicates: "It appears that the broader social context does not play as important a role in interpreting one's own successes as has often been assumed (p.37)."

TABLE I

Means and Standard Deviations for the Personality Factors of Disadvantaged and Advantaged High School Girls in Comparison to Disadvantaged and Advantaged College Women

Factor	Disadvantaged girls M	SD	Advantaged girls difference	Disadvantaged women difference	Advantaged women difference
A	6.86	1.77	-1.05	-5.02**	-4.90**
B	4.60	1.95	-1.39*	-2.32*	-4.12**
C	1.64	2.17	-3.72**	-14.39**	-13.13**
E	2.93	1.07	-1.11	-6.61**	-7.76**
F	4.40	1.55	- .41	-8.95**	-10.96**
G	5.92	2.18	- .44	-7.72**	-6.96**
H	4.02	1.97	-1.12	-8.29**	-8.29**
I	9.26	2.13	-3.10**	-2.58*	-2.50*
O	5.67	2.00	- .97	-6.03**	-4.94**
Q_2	4.54	2.71	- .43	-5.48**	-5.15**
Q_3	6.92	2.75	- .22	-4.60**	-3.71**
Q_4	6.38	2.92	- .65	-6.54**	-6.42**

*$p < .05$

**$p < .01$

Sten Scores

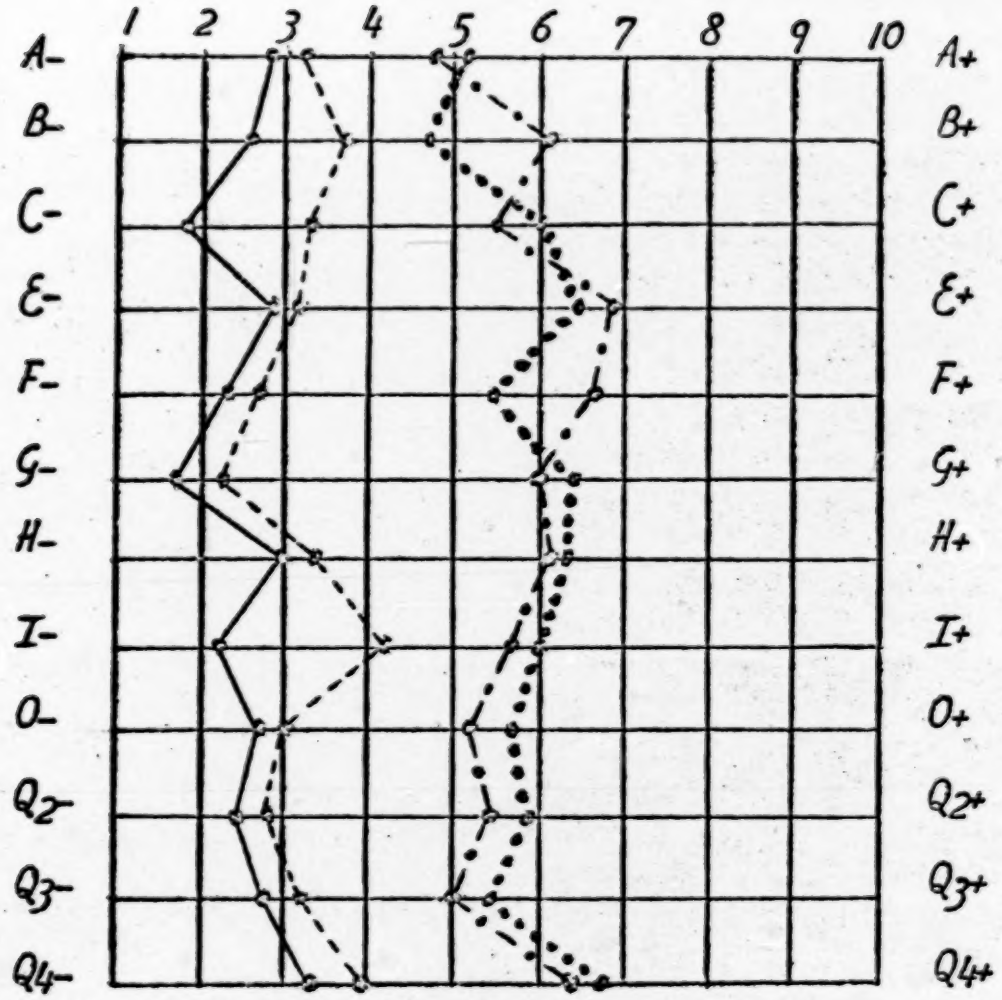

Figure 1

Personality Factors of
Disadvantaged and Advantaged
High School Girls and College Women

Code:

Dis. girls ——————

Adv. girls - - - - - -

Dis. women ....

Adv. women -.-.-.-

REFERENCES

Ahammer, I.M.; & Schaie, K.W. Age differences in the relationship between personality questionnaire factors and school achievement, Journal of Educational Psychology, 1970, 61, 193-197.

Bachtold, L.M., & Werner, E.E. Personality profiles of gifted women, American Psychologist, 1970, 25, 234-243.

Butcher, J., Ainsworth, M., & Nesbitt, J.E. Personality factors and school achievement. British Journal of Educational Psychology, 1963, 33, 276-285

Carter, T.P. The negative self-concept of Mexican-American students, School and Society. 1968, 96, 217-219.

Cattell, R.B. & Eber, H.W. Supplement of norms, Champaign, Ill., Institute for Personality and Ability Testing, 1962.

Coopersmith, S. The antecedents of self-esteem. San Francisco: Freeman, 1967.

Deutsch, M. The disadvantaged child. New York: Basic Books, 1967.

Linton, T.E. The CPI as predictor of academic success. Journal of Educational Research, 1967, 13, 59-64.

Powell, G.J. & Fuller, M. School desegregation and self-concept. Paper presented at the 47th annual meeting of the American Orthopsychiatric Association, San Francisco, March 1970.

Rosenberg, M. Society and the adolescent self-image. Princeton, N.J.: Princeton University Press, 1965.

Soares, A.T., & Soares, L.M. Comparative study of the self-perceptions of disadvantaged children in elementary and secondary schools. Proceedings of the 77th Annual Convention of the American Psychological Association, 1969, 4, 659-660. (Summary) (a)

Soares, A.T., & Soares, L.M. Self-perceptions of culturally disadvantaged children. American Educational Research Journal, 1969, 6, 31-45. (b)

Soares, A.T. & Soares, L.M. Interpersonal and self-perceptions of disadvantaged and advantaged high school students. Proceedings of the 78th Annual Convention of the American Psychological Association, 1970, 5, 457-458. (Summary)

Soares, A.T., & Soares, L.M. Self concepts of disadvantaged and advantaged students. Child Study Journal, 1971, 1, 69-73.

Trowbridge, N.T. Effects of socio-economic class on self concept of children. Psychology in the Schools, 1970, 3, 304-306.